

## Woodland Elementary

1730 Gibb Shoals Rd.  
Greer, SC 29650

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	903 Students	
<b>Principal</b>	Wanda G. Mote	864-355-0400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Charles J. Saylor	864-268-3128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
12	13	3	0	0

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

YES

This school met 25 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Unsatisfactory	Yes
<b>2006</b>	Good	Below Average	Yes

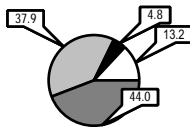
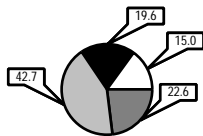
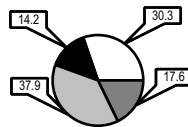
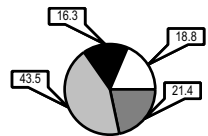
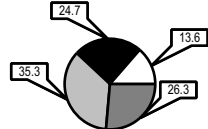
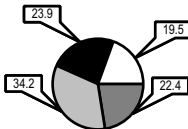
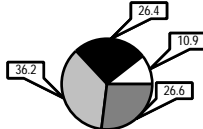
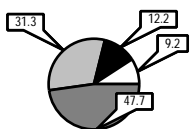
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

88.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	428	99.1	12.6	38.0	44.5	4.9	62.0	Yes	Yes
<b>Gender</b>									
Male	203	98.5	16.5	39.0	44.0	0.5	56.6	N/A	N/A
Female	225	99.6	9.2	37.2	44.9	8.7	66.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	299	99.0	5.9	37.7	50.2	6.2	69.6	Yes	Yes
African American	54	98.1	30.0	42.0	24.0	4.0	42.0	Yes	Yes
Asian/Pacific Islander	14	100.0	0.0	28.6	71.4	0.0	92.9	I/S	I/S
Hispanic	58	100.0	36.0	38.0	26.0	0.0	32.0	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	374	99.7	9.9	36.8	47.8	5.5	66.4	N/A	N/A
Disabled	54	94.4	34.1	47.7	18.2	0.0	27.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	428	99.1	12.6	38.0	44.5	4.9	62.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	48	100.0	40.5	38.1	21.4	0.0	26.2	I/S	Yes
Non-Limited English Proficient	380	98.9	9.2	38.0	47.3	5.5	66.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	98	98.0	27.3	45.5	27.3	0.0	39.8	Yes	Yes
Full-pay meals	330	99.4	8.3	35.9	49.5	6.3	68.4	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	428	99.8	15.0	42.7	22.6	19.6	57.0	Yes	Yes
<b>Gender</b>									
Male	203	99.5	16.8	42.2	22.7	18.4	56.8	N/A	N/A
Female	225	100.0	13.5	43.3	22.6	20.7	57.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	299	99.7	8.0	42.8	25.7	23.6	64.5	Yes	Yes
African American	54	100.0	37.3	47.1	11.8	3.9	33.3	Yes	Yes
Asian/Pacific Islander	14	100.0	7.1	14.3	28.6	50.0	85.7	I/S	I/S
Hispanic	58	100.0	34.0	44.0	16.0	6.0	30.0	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	374	100.0	13.0	42.2	23.1	21.7	60.1	N/A	N/A
Disabled	54	98.1	29.8	46.8	19.1	4.3	34.0	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	428	99.8	15.0	42.7	22.6	19.6	57.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	48	100.0	40.5	40.5	7.1	11.9	26.2	I/S	Yes
Non-Limited English Proficient	380	99.7	12.0	43.0	24.5	20.5	60.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	98	99.0	32.2	54.4	8.9	4.4	26.7	Yes	Yes
Full-pay meals	330	100.0	9.9	39.3	26.7	24.1	66.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	428	99.5	29.9	38.1	17.6	14.3	32.0
<b>Gender</b>							
Male	203	99.5	29.3	35.9	18.5	16.3	34.8
Female	225	99.6	30.4	40.1	16.9	12.6	29.5
<b>Racial/Ethnic Group</b>							
White	299	99.7	20.4	41.5	21.8	16.4	38.2
African American	54	100.0	62.7	25.5	5.9	5.9	11.8
Asian/Pacific Islander	14	100.0	7.1	35.7	28.6	28.6	57.1
Hispanic	58	98.3	55.1	32.7	4.1	8.2	12.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	374	99.7	27.0	38.6	19.1	15.4	34.5
Disabled	54	98.1	52.2	34.8	6.5	6.5	13.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	428	99.5	29.9	38.1	17.6	14.3	32.0
<b>English Proficiency</b>							
Limited English Proficient	48	97.9	53.7	36.6	4.9	4.9	9.8
Non-Limited English Proficient	380	99.7	27.1	38.3	19.1	15.4	34.6
<b>Socio-Economic Status</b>							
Subsidized meals	98	99.0	58.4	30.3	7.9	3.4	11.2
Full-pay meals	330	99.7	21.5	40.4	20.5	17.5	38.1

<b>Social Studies</b>							
All Students	428	99.5	18.4	43.7	21.5	16.4	37.9
<b>Gender</b>							
Male	203	99.5	15.2	46.2	22.3	16.3	38.6
Female	225	99.6	21.3	41.5	20.8	16.4	37.2
<b>Racial/Ethnic Group</b>							
White	299	99.7	12.7	43.3	24.0	20.0	44.0
African American	54	100.0	31.4	49.0	15.7	3.9	19.6
Asian/Pacific Islander	14	100.0	14.3	21.4	28.6	35.7	64.3
Hispanic	58	98.3	36.7	46.9	12.2	4.1	16.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	374	99.7	15.4	43.5	23.2	18.0	41.2
Disabled	54	98.1	41.3	45.7	8.7	4.3	13.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	428	99.5	18.4	43.7	21.5	16.4	37.9
<b>English Proficiency</b>							
Limited English Proficient	48	97.9	41.5	46.3	7.3	4.9	12.2
Non-Limited English Proficient	380	99.7	15.7	43.4	23.1	17.7	40.9
<b>Socio-Economic Status</b>							
Subsidized meals	98	99.0	37.1	46.1	13.5	3.4	16.9
Full-pay meals	330	99.7	12.9	43.0	23.8	20.2	44.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	119	100.0	8.8	22.1	61.9	7.1	69.0
	4	143	97.9	26.0	35.9	35.1	3.1	38.2
	5	167	99.4	21.1	44.1	33.6	1.3	34.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	99.3	8.1	26.8	55.3	9.8	65.0
	4	147	98.0	16.0	41.2	42.7	0.0	42.7
	5	146	100.0	13.3	45.2	36.3	5.2	41.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	119	100.0	6.2	53.1	27.4	13.3	40.7
	4	143	98.6	20.6	36.6	28.2	14.5	42.7
	5	167	100.0	17.1	44.1	21.7	17.1	38.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	100.0	9.7	46.8	26.6	16.9	43.5
	4	147	99.3	13.4	40.3	26.1	20.1	46.3
	5	146	100.0	21.5	41.5	15.6	21.5	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	119	100.0	20.4	39.8	27.4	12.4	39.8
	4	142	97.9	31.5	29.2	23.1	16.2	39.2
	5	167	99.4	34.9	28.9	17.8	18.4	36.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	99.3	29.3	48.0	17.1	5.7	22.8
	4	147	100.0	30.6	33.6	21.6	14.2	35.8
	5	146	99.3	29.9	33.6	14.2	22.4	36.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	119	100.0	7.1	46.9	31.9	14.2	46.0
	4	142	97.9	15.4	40.8	22.3	21.5	43.8
	5	167	99.4	22.4	34.9	21.1	21.7	42.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	135	99.3	14.6	52.8	25.2	7.3	32.5
	4	147	100.0	22.4	37.3	24.6	15.7	40.3
	5	146	99.3	17.9	41.8	14.9	25.4	40.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 903)</b>				
First graders who attended full-day kindergarten	89.3%	Down from 92.9%	97.3%	100.0%
Retention rate	2.5%	Down from 3.4%	1.7%	2.8%
Attendance rate	96.6%	Down from 96.8%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	Down from 3.1%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.2%	Down from 2.8%	0.7%	0.0%
Eligible for gifted and talented	16.0%	Down from 19.1%	23.4%	10.4%
On academic plans	25.8%	N/AV	21.2%	33.6%
On academic probation	16.7%	N/AV	2.6%	1.0%
With disabilities other than speech	4.6%	Down from 8.2%	6.7%	7.5%
Older than usual for grade	0.3%	Down from 0.9%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 52)</b>				
Teachers with advanced degrees	53.8%	Up from 51.0%	57.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.6%	Down from 95.3%	88.9%	87.3%
Teacher attendance rate	96.3%	Up from 95.9%	95.3%	94.9%
Average teacher salary	\$42,776	Up 5.7%	\$43,595	\$42,485
Prof. development days/teacher	9.4 days	Down from 18.7 days	11.9 days	13.3 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	5.5	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 21.7 to 1	19.5 to 1	18.6 to 1
Prime instructional time	91.4%	Down from 91.6%	90.9%	89.7%
Dollars spent per pupil*	\$4,854	Up 7.5%	\$6,274	\$6,557
Percent of expenditures for teacher salaries*	67.7%	Up from 66.0%	65.7%	64.0%
Percent of expenditures for instruction*	71.6%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Woodland Elementary School serves 950 students in grades K-5th from various cultural backgrounds. Teachers use a variety of instructional materials and strategies to meet the individual needs of each child. By ensuring that our teachers are highly qualified, maintaining high expectations for all children, and incorporating Best Practices throughout the curriculum, our students are and will be better prepared to succeed in a challenging academic environment and compete in our rapidly changing world.

A variety of successful instructional strategies were continued this year to address the unique needs of our student population. In addition several new initiatives were implemented to help us achieve our academic goals and to ensure the success of every child. They include the addition of a full time science lab instructor to provide hands-on science instruction, the implementation of LEXIA computerized reading instruction, and utilizing the services of two ESOL teachers and one curriculum support teacher to address specific learning and language needs of our children. Our dads became more involved as mentors/tutors this year through our Watch D.O.G.S. (Dads of Great Students) program and saw great success with targeted students. Our faculty again participated in an intensive staff development program that trained our teachers in exemplary practices and brain-based research strategies. We again provided a before-school tutorial program for targeted students and utilized the volunteer efforts of area college students and our neighboring high school's Big Brother/Big Sister program to tutor and mentor struggling students. Our PTA and SIC continue to be integrally involved in seeking ways to provide volunteerism, materials, and resources that support and improve our instructional program.

Our school population continues to grow and change. We saw a significant increase in our ESOL (English Speakers of Other Languages) population again this year. We continue to research and seek effective ways to address the academic needs of all students and provide quality support to our instructional staff.

We are proud of the progress we are making and are appreciative to the many parents and community volunteers who continue to support our efforts. The challenges that continue to face us require the combined efforts of all those who are dedicated to the success of every student at Woodland Elementary. Closing the achievement gap in our school and knowing that every child is achieving to his or her potential remains our top priority.

Wanda G. Mote, Principal  
Judy Castleberry, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	50	134	97
<b>Percent satisfied with learning environment</b>	98.0%	94.7%	82.1%
<b>Percent satisfied with social and physical environment</b>	100.0%	89.2%	88.5%
<b>Percent satisfied with school-home relations</b>	95.9%	93.3%	71.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.